

Campus Data Packet

for 2009 - 10 Plans



JAMES MADISON

School Number 32

The information in this packet is based on data from the 2008-09 school year.

This packet contains corrected statistics for norm-referenced assessments (ITBS and Logramos), including the SCE Compliance report. PSAT reports now contain the average score for all students in a grade.

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2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2008-09. They are counted as new if they were not enrolled in a district campus before the last day of the 2007-08 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2007-08 and 2008-09.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2010, whichever is higher for the subject test.

TAKS-M (Modified)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2008 to 2009, the TEA did not report the 2008 composite rating.
- If a student is rated as advanced high in 2009, the TEA does not differentiate between the advanced and advanced high levels from 2008.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Statistics based on student-reported school location, ethnicity, and graduation year.
- For SAT/ACT “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- SAT scores range from 200 to 800. SAT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- ACT scores range from 0 to 36. ACT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. The district tests all grade 10 students. Other students sit for the PSAT voluntarily.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.
- Score summaries for current year SAT/ACT are through the June administrations. Prior years' summaries use all scores for the school year.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. Any statistic involving course marks uses only those of at least 50, because district policy requires a student earn at least a 50 to receive course credit.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

STUDENT ENROLLMENT

Grade	Enrollment
9	162
10	274
11	215
12	127
ALL	778

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	523	67.2	52	76.5
American Indian	2	0.3	*	*
Asian	1	0.1	*	*
Hispanic	245	31.5	0	0.0
White	7	0.9	13	19.1
Other	**	**	3	4.4

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	623	80.1
Limited English proficient students	89	11.4
Special education students	109	14.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
9	2007	167	136	81.4	0	0.0	0	0.0	31	18.6	0	0.0
	2008	150	122	81.3	0	0.0	0	0.0	28	18.7	0	0.0
	2009	162	128	79.0	0	0.0	1	0.6	33	20.4	0	0.0
10	2007	124	98	79.0	1	0.8	0	0.0	25	20.2	0	0.0
	2008	121	99	81.8	0	0.0	0	0.0	22	18.2	0	0.0
	2009	274	151	55.1	0	0.0	0	0.0	120	43.8	3	1.1
11	2007	107	88	82.2	0	0.0	0	0.0	19	17.8	0	0.0
	2008	110	91	82.7	1	0.9	0	0.0	18	16.4	0	0.0
	2009	215	138	64.2	1	0.5	0	0.0	73	34.0	3	1.4
12	2007	114	103	90.4	0	0.0	1	0.9	8	7.0	2	1.8
	2008	106	91	85.8	0	0.0	0	0.0	15	14.2	0	0.0
	2009	127	106	83.5	1	0.8	0	0.0	19	15.0	1	0.8
9-12	2007	512	425	83.0	1	0.2	1	0.2	83	16.2	2	0.4
	2008	487	403	82.8	1	0.2	0	0.0	83	17.0	0	0.0
	2009	778	523	67.2	2	0.3	1	0.1	245	31.5	7	0.9

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
9	2007	167	138	82.6	13	7.8	28	16.8	0	0.0	18	10.8	19.2
	2008	150	120	80.0	9	6.0	34	22.7	18	12.0	18	12.0	8.0
	2009	162	137	84.6	10	6.2	32	19.8	32	19.8	16	9.9	9.3
10	2007	124	95	76.6	12	9.7	20	16.1	3	2.4	11	8.9	6.5
	2008	121	98	81.0	6	5.0	20	16.5	6	5.0	8	6.6	0.8
	2009	274	220	80.3	45	16.4	35	12.8	27	9.9	16	5.8	5.5
11	2007	107	90	84.1	4	3.7	12	11.2	0	0.0	2	1.9	4.7
	2008	110	82	74.5	9	8.2	14	12.7	14	12.7	10	9.1	0.0
	2009	215	176	81.9	25	11.6	27	12.6	19	8.8	13	6.0	1.9
12	2007	114	88	77.2	2	1.8	13	11.4	18	15.8	3	2.6	1.8
	2008	106	86	81.1	2	1.9	15	14.2	14	13.2	4	3.8	0.9
	2009	127	90	70.9	9	7.1	15	11.8	18	14.2	6	4.7	3.9
9-12	2007	512	411	80.3	31	6.1	73	14.3	21	4.1	34	6.6	9.2
	2008	487	386	79.3	26	5.3	83	17.0	52	10.7	40	8.2	2.9
	2009	778	623	80.1	89	11.4	109	14.0	96	12.3	51	6.6	5.0

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
9	2007	168.0	13,619.4	152.4	90.7	12,342.4	90.6	57	33.9	40.8	119	9,789	70.8	71.9
	2008	152.6	13,257.6	138.7	90.9	12,144.3	91.6	57	37.3	42.3	106	9,564	69.4	72.1
	2009	169.8	12,462.6	153.0	90.1	11,404.9	91.5	62	36.5	39.0	111	8,973	65.4	72.0
10	2007	122.9	9,107.1	113.8	92.6	8,424.9	92.5	33	26.9	24.0	97	7,276	78.9	79.9
	2008	123.7	9,234.1	114.8	92.8	8,598.6	93.1	32	25.9	24.7	90	7,275	72.8	78.8
	2009	290.6	9,294.3	263.9	90.8	8,619.9	92.7	50	17.2	22.4	196	7,250	67.5	78.0
11	2007	106.9	7,582.7	99.3	92.9	7,009.8	92.4	26	24.3	19.4	83	6,224	77.6	82.1
	2008	114.8	7,399.2	107.2	93.4	6,893.1	93.2	30	26.1	19.1	85	6,005	74.0	81.2
	2009	200.3	7,512.5	181.7	90.7	6,985.9	93.0	48	24.0	17.0	154	6,194	76.9	82.4
12	2007	114.2	7,304.6	105.5	92.4	6,740.8	92.3	12	10.5	12.3	89	5,935	78.0	81.3
	2008	108.3	7,606.7	98.3	90.7	7,073.9	93.0	14	12.9	12.3	78	6,144	72.0	80.8
	2009	144.6	7,701.9	131.5	90.9	7,148.0	92.8	25	17.3	14.8	80	6,098	55.3	79.2
9-12	2007	511.9	37,613.7	471.0	92.0	34,517.9	91.8	128	25.0	26.9	388	29,224	75.8	77.7
	2008	499.5	37,497.7	458.9	91.9	34,709.9	92.6	133	26.6	27.3	359	28,988	71.9	77.3
	2009	805.2	36,971.3	730.1	90.7	34,158.7	92.4	185	23.0	25.3	541	28,515	67.2	77.1

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	52	76.5
Hispanic	0	0.0
White	13	19.1
Other	3	4.4

Gender	Number	Percent
Female	33	48.5
Male	35	51.5

TOTAL	68
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AVERAGE NUMBER OF ABSENCES

2007	6.9
2008	5.3
2009	6.7

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
9	2007		80.5	61.9	76.8	71.4	16.7	73.1		72.1	83.3	77.6	75.0	134
	2008	*	73.7	72.0	70.4	30.8	57.1	69.2		76.5	69.5	73.6	76.0	140
	2009		76.1	77.4	76.2	5.6	55.6	71.4		64.2	86.6	76.5	83.0	149
10	2007		71.1	43.5	62.7	*	11.1	59.0		56.1	76.0	65.4	76.9	107
	2008	*	80.6	66.7	77.1	50.0	*	74.5		76.8	78.1	77.5	80.0	120
	2009	*	79.1	75.4	76.0	31.3	45.5	73.7		73.0	81.4	77.3	83.3	255
11	2007		81.6	81.3	80.5	*	*	78.4		78.8	83.1	81.5	85.5	92
	2008		78.4	52.6	71.1	33.3	20.0	71.8		66.1	82.7	74.1	86.6	108
	2009	*	84.0	77.9	79.3	42.9	35.3	79.3		75.5	87.3	81.6	89.8	201
9-11	2007		77.9	60.0	73.5	50.0	15.8	70.3		67.7	81.1	74.8	78.3	333
	2008	*	77.3	64.6	72.8	37.9	31.8	71.7		73.6	76.6	75.0	79.9	368
	2009	*	79.8	76.5	77.1	27.3	44.3	75.1		71.8	84.7	78.5	84.9	605

	NUMBER TESTED IN GRADES 9-11											
2007	0	272	60	272	14	19	256	0	158	175	333	25,569
2008	2	300	65	287	58	22	276	0	193	175	368	25,864
2009	5	382	217	490	55	70	474	0	291	313	605	25,284

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
9	2007		22	8	26	2	5	28		19	11	30	2,732	134
	2008	*	30	7	34	18	3	32		19	18	37	2,667	140
	2009		28	7	29	17	4	32		24	11	35	1,757	149
10	2007		24	13	31	*	8	32		25	12	37	1,864	107
	2008	*	19	7	22	10	*	24		13	14	27	1,649	120
	2009	*	28	29	49	11	24	52		34	24	58	1,383	255
11	2007		14	3	15	*	*	16		7	10	17	951	92
	2008		19	9	22	8	8	22		19	9	28	870	108
	2009	*	21	15	34	12	11	34		24	13	37	679	201
9-11	2007		60	24	72	7	16	76		51	33	84	5,547	333
	2008	*	68	23	78	36	15	78		51	41	92	5,186	368
	2009	*	77	51	112	40	39	118		82	48	130	3,819	605

NUMBER TESTED IN GRADES 9-11													
2007	0	272	60	272	14	19	256	0	158	175	333	25,569	
2008	2	300	65	287	58	22	276	0	193	175	368	25,864	
2009	5	382	217	490	55	70	474	0	291	313	605	25,284	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
9	2007	82.4	71.9	66.1		
	2008	80.2	64.2	63.3		
	2009	82.2	72.0	67.4		
10	2007	81.1	65.3	62.7	2.0	78.4
	2008	89.3	70.6	66.4	2.0	79.7
	2009	90.1	71.9	71.2	2.3	78.4
11	2007	80.3	64.0	67.9	2.2	77.6
	2008	88.8	68.2	65.5	2.2	76.9
	2009	85.4	68.7	67.9	2.3	83.5
9-11	2007	81.4	67.6	65.5	2.1	78.0
	2008	85.7	67.5	65.0	2.1	78.4
	2009	86.6	70.9	69.2	2.3	80.7

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
9	2007		9.7	14.3	10.7	14.3	0.0	6.7		4.4	16.7	10.4	14.5	134
	2008	*	13.2	0.0	12.2	0.0	0.0	7.7		12.3	10.2	11.4	19.9	140
	2009		10.3	19.4	11.5	0.0	0.0	7.1		11.9	13.4	12.8	13.3	149
10	2007		1.2	0.0	0.0	*	0.0	0.0		1.8	0.0	0.9	6.8	107
	2008	*	4.1	0.0	1.0	0.0	*	2.1		1.8	4.7	3.3	10.1	120
	2009	*	8.2	6.8	6.4	0.0	0.0	5.6		7.1	8.5	7.8	11.5	255
11	2007		3.9	6.3	2.6	*	*	2.7		6.1	3.4	4.3	13.5	92
	2008		10.2	0.0	9.2	0.0	0.0	3.8		7.1	9.6	8.3	13.4	108
	2009	*	15.3	7.4	11.0	0.0	0.0	8.5		7.1	17.6	12.4	22.2	201
9-11	2007		5.5	6.7	5.1	7.1	0.0	3.5		3.8	7.4	5.7	11.8	333
	2008	*	9.3	0.0	7.7	0.0	0.0	4.7		7.8	8.0	7.9	15.1	368
	2009	*	11.3	8.8	9.2	0.0	0.0	7.0		8.2	12.8	10.6	15.1	605

	NUMBER TESTED IN GRADES 9-11											
2007	0	272	60	272	14	19	256	0	158	175	333	25,569
2008	2	300	65	287	58	22	276	0	193	175	368	25,864
2009	5	382	217	490	55	70	474	0	291	313	605	25,284

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
9	2007		40.5	39.1	41.3	*	0.0	30.0		35.8	44.8	40.3	41.2	134
	2008		38.9	46.2	39.8	12.5	42.9	29.1		46.3	32.2	40.3	44.8	139
	2009		48.1	50.0	45.5	0.0	12.5	37.4		48.3	49.4	48.9	56.5	135
10	2007		43.0	36.4	46.2	*	11.1	29.2		34.5	48.9	41.2	51.0	102
	2008		39.4	50.0	41.7	5.0	*	29.8		34.5	46.9	41.2	50.8	119
	2009	*	34.6	28.8	32.8	8.3	9.8	22.5		36.8	28.3	32.4	55.8	244
11	2007		85.1	82.4	84.4	*	*	80.6		85.7	83.9	84.6	73.2	91
	2008		83.0	82.4	80.3	33.3	62.5	88.0		83.0	83.0	83.0	75.1	106
	2009	*	76.8	67.7	71.3	26.3	41.2	70.1		73.4	73.2	73.3	77.0	191
9-11	2007		53.8	50.0	55.3	27.3	15.0	44.7		46.5	58.8	52.9	52.5	327
	2008		52.0	57.1	51.0	14.3	47.4	45.6		53.2	52.8	53.0	54.3	364
	2009	*	53.2	44.2	48.8	13.0	18.2	42.5		52.0	48.2	50.0	61.7	570

	NUMBER TESTED IN GRADES 9-11											
2007	0	264	62	264	11	20	244	0	157	170	327	25,003
2008	0	300	63	290	56	19	272	0	188	176	364	25,229
2009	4	359	206	467	46	66	447	0	269	301	570	24,736

Cells containing passing percentages below the 2009-10 Adequate Yearly Progress (AYP) mathematics target of 67% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
9	2007		66	14	64	*	7	70		43	37	80	6,315	134
	2008		69	14	71	21	4	73		43	40	83	5,964	139
	2009		54	15	61	15	7	62		30	39	69	4,403	135
10	2007		45	14	42	*	8	51		36	24	60	3,848	102
	2008		60	10	56	19	*	66		36	34	70	3,982	119
	2009	*	85	79	133	11	37	148		74	91	165	3,568	244
11	2007		11	3	12	*	*	14		5	9	14	1,720	91
	2008		15	3	15	8	3	9		9	9	18	1,574	106
	2009	*	29	21	45	14	10	47		25	26	51	1,508	191
9-11	2007		122	31	118	8	17	135		84	70	154	11,883	327
	2008		144	27	142	48	10	148		88	83	171	11,520	364
	2009	*	168	115	239	40	54	257		129	156	285	9,479	570

NUMBER TESTED IN GRADES 9-11													
2007	0	264	62	264	11	20	244	0	157	170	327	25,003	
2008	0	300	63	290	56	19	272	0	188	176	364	25,229	
2009	4	359	206	467	46	66	447	0	269	301	570	24,736	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
9	2007	46.4	62.2	57.3	51.3	58.0	60.1	52.2	47.0	55.4	51.7
	2008	51.9	54.5	50.5	53.4	52.7	56.1	55.8	45.1	53.8	52.0
	2009	57.3	63.6	52.3	55.9	52.6	65.7	61.1	52.8	56.3	53.7
10	2007	63.7	47.3	63.1	50.6	58.6	50.0	50.6	45.2	50.8	50.7
	2008	64.0	50.8	64.2	55.8	60.2	53.6	60.8	43.3	53.1	51.4
	2009	60.4	48.9	49.3	51.7	47.5	50.3	63.7	39.3	47.5	50.9
11	2007	82.6	67.9	70.3	69.5	71.0	69.2	67.2	62.6	68.6	62.1
	2008	72.3	71.3	77.2	70.9	71.1	58.9	75.3	62.0	73.6	67.3
	2009	72.7	65.5	71.4	78.3	72.7	56.9	72.6	63.9	69.1	63.4
9-11	2007	61.9	59.1	62.8	56.1	61.8	59.5	55.9	50.8	57.6	54.3
	2008	61.8	58.2	62.7	59.3	60.5	56.1	63.1	49.4	59.3	56.3
	2009	63.8	58.0	57.4	61.6	57.1	56.2	66.0	50.8	56.8	55.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
9	2007		3.6	4.3	4.6	*	0.0	0.0		1.5	6.0	3.7	8.4	134
	2008		3.5	15.4	6.8	0.0	0.0	3.9		5.0	6.8	5.8	10.2	139
	2009		6.7	3.3	7.1	0.0	0.0	2.0		5.2	6.5	5.9	15.2	135
10	2007		2.5	0.0	2.6	*	0.0	0.0		3.6	0.0	2.0	8.2	102
	2008		3.0	0.0	3.1	0.0	*	0.0		0.0	4.7	2.5	9.5	119
	2009	*	2.3	0.9	2.0	0.0	0.0	0.5		1.7	1.6	1.6	9.0	244
11	2007		6.8	11.8	6.5	*	*	2.8		5.7	8.9	7.7	10.5	91
	2008		17.0	11.8	18.4	8.3	12.5	12.0		18.9	13.2	16.0	16.7	106
	2009	*	22.4	10.8	15.9	5.3	0.0	13.4		16.0	20.6	18.3	20.6	191
9-11	2007		4.2	4.8	4.5	0.0	0.0	0.8		3.2	5.3	4.3	8.9	327
	2008		7.3	9.5	8.6	1.8	5.3	4.8		7.4	8.0	7.7	11.6	364
	2009	*	10.6	4.4	7.9	2.2	0.0	5.4		7.4	9.0	8.2	14.6	570

	NUMBER TESTED IN GRADES 9-11											
2007	0	264	62	264	11	20	244	0	157	170	327	25,003
2008	0	300	63	290	56	19	272	0	188	176	364	25,229
2009	4	359	206	467	46	66	447	0	269	301	570	24,736

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10	2007		81.0	81.0	82.1	*	55.6	77.8		77.8	83.0	80.2	81.0	101
	2008		91.8	90.0	89.5	70.0	*	89.2		89.1	93.7	91.5	86.2	118
	2009	*	80.2	78.6	80.4	60.0	57.1	75.8		87.4	72.4	79.7	87.7	246
11	2007		98.7	100.0	98.7	*	*	98.6		100.0	98.2	98.9	93.5	92
	2008		94.3	100.0	93.4	58.3	100.0	98.7		96.3	94.2	95.3	95.8	106
	2009	*	95.2	93.8	94.9	89.5	82.4	94.3		94.6	95.0	94.8	96.7	192
10-11	2007		89.6	89.5	90.4	100.0	69.2	88.3		86.5	91.3	89.1	86.6	193
	2008		93.0	94.7	91.2	65.6	100.0	93.5		92.7	93.9	93.3	90.4	224
	2009	*	87.5	84.1	86.8	76.5	64.4	84.1		90.5	82.4	86.3	91.8	438

NUMBER TESTED IN GRADES 10-11													
2007	0	154	38	156	7	13	145	0	89	104	193	14,096	
2008	0	185	38	171	32	13	170	0	109	115	224	14,376	
2009	5	257	176	356	34	59	352	0	211	227	438	14,491	

Shaded cells indicate percentages below 70 percent, the 2010 AEIS social studies minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10	2007		15	4	14	*	4	16		12	8	20	1,464	101
	2008		8	2	10	6	*	10		6	4	10	1,102	118
	2009	*	26	24	39	6	18	47		15	35	50	976	246
11	2007		1	0	1	*	*	1		0	1	1	418	92
	2008		5	0	5	5	0	1		2	3	5	271	106
	2009	*	6	4	8	2	3	9		5	5	10	213	192
10-11	2007		16	4	15	0	4	17		12	9	21	1,882	193
	2008		13	2	15	11	0	11		8	7	15	1,373	224
	2009	*	32	28	47	8	21	56		20	40	60	1,189	438

	NUMBER TESTED IN GRADES 10-11											
2007	0	154	38	156	7	13	145	0	89	104	193	14,096
2008	0	185	38	171	32	13	170	0	109	115	224	14,376
2009	5	257	176	356	34	59	352	0	211	227	438	14,491

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Issues and Events in U.S. History	Geographic Influences on History	Economic and Social Influences on History	Political Influences on History	Critical-Thinking Skills
10	2007	68.2	76.7	76.5	67.9	73.4
	2008	73.8	76.1	81.8	70.6	77.6
	2009	68.2	74.4	79.3	62.0	73.3
11	2007	76.5	77.8	82.5	80.3	85.3
	2008	76.1	82.3	83.5	85.0	89.4
	2009	69.1	79.6	81.0	82.6	81.6
10-11	2007	72.1	77.2	79.4	73.8	79.1
	2008	74.9	79.0	82.6	77.4	83.2
	2009	68.6	76.7	80.0	71.0	76.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10	2007		11.4	19.0	14.1	*	11.1	6.9		11.1	14.9	12.9	21.6	101
	2008		16.3	10.0	12.6	0.0	*	8.6		12.7	17.5	15.3	22.7	118
	2009	*	20.6	11.6	15.6	0.0	0.0	9.8		23.5	11.0	17.1	29.8	246
11	2007		25.3	41.2	29.5	*	*	17.8		37.1	22.8	28.3	26.8	92
	2008		40.2	38.9	40.8	8.3	11.1	39.0		46.3	34.6	40.6	28.9	106
	2009	*	34.1	20.3	26.8	10.5	5.9	22.8		31.5	27.0	29.2	39.6	192
10-11	2007		18.2	28.9	21.8	28.6	23.1	12.4		21.3	19.2	20.2	24.0	193
	2008		27.6	23.7	25.1	3.1	7.7	22.4		29.4	25.2	27.2	25.4	224
	2009	*	27.2	14.8	20.5	5.9	1.7	15.6		27.0	18.1	22.4	34.2	438

	NUMBER TESTED IN GRADES 10-11											
2007	0	154	38	156	7	13	145	0	89	104	193	14,096
2008	0	185	38	171	32	13	170	0	109	115	224	14,376
2009	5	257	176	356	34	59	352	0	211	227	438	14,491

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10	2007		28.2	27.3	29.9	*	0.0	16.9		18.2	39.1	27.7	41.9	101
	2008		38.8	35.0	35.8	0.0	*	28.0		34.5	41.3	38.1	50.2	118
	2009	*	35.9	26.1	30.1	0.0	7.3	22.2		43.1	21.4	31.8	52.3	242
11	2007		78.4	64.7	72.7	*	*	69.4		91.2	66.7	75.8	69.4	91
	2008		84.7	83.3	82.7	25.0	66.7	83.8		85.2	84.0	84.6	76.3	104
	2009	*	85.8	64.1	76.6	44.4	35.3	76.6		78.9	77.3	78.1	82.2	192
10-11	2007		52.6	43.6	51.3	*	15.4	43.4		46.1	54.4	50.5	54.3	192
	2008		60.1	57.9	56.5	9.4	46.2	52.7		59.6	60.2	59.9	61.7	222
	2009	*	60.8	40.0	50.8	27.6	15.5	47.0		59.2	45.7	52.3	65.7	434

	NUMBER TESTED IN GRADES 10-11											
2007	0	152	39	154	4	13	143	0	89	103	192	14,194
2008	0	183	38	170	32	13	167	0	109	113	222	14,400
2009	4	255	175	354	29	58	347	0	211	223	434	14,589

Shaded cells indicate percentages below 55 percent, the 2010 AEIS science minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10	2007		56	16	54	*	9	59		45	28	73	4,532	101
	2008		60	13	61	20	*	67		36	37	73	4,021	118
	2009	*	82	82	137	11	38	147		66	99	165	3,841	242
11	2007		16	6	21	*	*	22		3	19	22	1,953	91
	2008		13	3	13	9	3	12		8	8	16	1,499	104
	2009	*	18	23	37	10	11	37		20	22	42	1,162	192
10-11	2007		72	22	75	*	11	81		48	47	95	6,485	192
	2008		73	16	74	29	7	79		44	45	89	5,520	222
	2009	*	100	105	174	21	49	184		86	121	207	5,003	434

	NUMBER TESTED IN GRADES 10-11											
2007	0	152	39	154	4	13	143	0	89	103	192	14,194
2008	0	183	38	170	32	13	167	0	109	113	222	14,400
2009	4	255	175	354	29	58	347	0	211	223	434	14,589

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Organization of Living Systems	Interdependence of Organisms and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy
10	2007	54.8	52.7	51.1	49.6	57.1
	2008	60.8	55.6	56.3	46.7	57.9
	2009	61.4	53.6	51.2	44.3	59.8
11	2007	58.2	55.8	76.8	59.7	59.4
	2008	65.9	67.5	73.0	63.4	68.8
	2009	69.9	68.0	75.2	66.1	64.7
10-11	2007	56.4	54.2	63.3	54.4	58.2
	2008	63.2	61.2	64.1	54.5	63.0
	2009	65.2	60.0	61.8	54.0	62.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10	2007		2.6	0.0	2.6	*	0.0	0.0		3.6	0.0	2.0	5.4	101
	2008		1.0	5.0	2.1	0.0	*	0.0		1.8	1.6	1.7	6.4	118
	2009	*	0.8	2.7	2.0	0.0	0.0	1.6		3.4	1.6	2.5	5.7	242
11	2007		0.0	5.9	1.3	*	*	0.0		2.9	0.0	1.1	4.9	91
	2008		2.4	0.0	2.7	0.0	0.0	0.0		3.7	0.0	1.9	6.9	104
	2009	*	16.5	1.6	11.4	0.0	0.0	10.8		11.6	11.3	11.5	12.9	192
10-11	2007		1.3	2.6	1.9	*	0.0	0.0		3.4	0.0	1.6	5.2	192
	2008		1.6	2.6	2.4	0.0	0.0	0.0		2.8	0.9	1.8	6.6	222
	2009	*	8.6	2.3	6.2	0.0	0.0	5.8		7.1	5.8	6.5	9.0	434

	NUMBER TESTED IN GRADE 10-11											
2007	0	152	39	154	4	13	143	0	89	103	192	14,194
2008	0	183	38	170	32	13	167	0	109	113	222	14,400
2009	4	255	175	354	29	58	347	0	211	223	434	14,589

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	68.4	2
	2009		86.7	*	93.8	90.0	*	93.8		83.3	100.0	90.0	67.3	20
9-11														
	2008		*		*	*		*		*		*	68.4	2
	2009		86.7	*	93.8	90.0	*	93.8		83.3	100.0	90.0	67.3	20

NUMBER TESTED IN GRADES 9-11													
2008	0	2	0	1	2	0	1	0	2	0	2	386	
2009	0	15	4	16	20	1	16	0	12	8	20	444	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	122	2
	2009		2	*	1	2	*	1		2	0	2	145	20
9-11														
	2008		*		*	*		*		*		*	122	2
	2009		2	*	1	2	*	1		2	0	2	145	20

NUMBER TESTED IN GRADES 9-11													
2008	0	2	0	1	2	0	1	0	2	0	2	386	
2009	0	15	4	16	20	1	16	0	12	8	20	444	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
10						
	2008	*	*	*	*	*
	2009	73.6	72.9	76.9	1.8	72.1
9-11						
	2008	*	*	*	*	*
	2009	73.6	72.9	76.9	1.8	72.1

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	14.5	2
	2009		0.0	*	6.3	5.0	*	6.3		0.0	12.5	5.0	14.4	20
9-11														
	2008		*		*	*		*		*		*	14.5	2
	2009		0.0	*	6.3	5.0	*	6.3		0.0	12.5	5.0	14.4	20

NUMBER TESTED IN GRADES 9-11														
2008	0	2	0	1	2	0	1	0	2	0	2	386		
2009	0	15	4	16	20	1	16	0	12	8	20	444		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	36.2	1
	2009		77.8	100.0	85.0	83.3	*	85.7		76.5	100.0	83.3	41.5	24
9-11														
	2008		*		*	*		*		*		*	36.2	1
	2009		77.8	100.0	85.0	83.3	*	85.7		76.5	100.0	83.3	41.5	24

NUMBER TESTED IN GRADES 9-11													
2008	0	1	0	1	1	0	1	0	1	0	1	403	
2009	0	18	6	20	24	3	21	0	17	7	24	460	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	257	1
	2009		4	0	3	4	*	3		4	0	4	269	24
9-11														
	2008		*		*	*		*		*		*	257	1
	2009		4	0	3	4	*	3		4	0	4	269	24

NUMBER TESTED IN GRADES 9-11													
2008	0	1	0	1	1	0	1	0	1	0	1	403	
2009	0	18	6	20	24	3	21	0	17	7	24	460	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
10											
	2008	*	*	*	*	*	*	*	*	*	*
	2009	65.6	60.4	65.6	55.2	53.1	59.4	54.2	58.3	45.8	44.0
9-11											
	2008	*	*	*	*	*	*	*	*	*	*
	2009	65.6	60.4	65.6	55.2	53.1	59.4	54.2	58.3	45.8	44.0

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	1.2	1
	2009		5.6	16.7	10.0	8.3	*	9.5		11.8	0.0	8.3	2.8	24
9-11														
	2008		*		*	*		*		*		*	1.2	1
	2009		5.6	16.7	10.0	8.3	*	9.5		11.8	0.0	8.3	2.8	24

NUMBER TESTED IN GRADES 9-11														
2008	0	1	0	1	1	0	1	0	1	0	1	403		
2009	0	18	6	20	24	3	21	0	17	7	24	460		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	32.3	1
	2009		94.7	100.0	95.0	96.0	*	95.2		94.1	100.0	96.0	36.9	25
10-11														
	2008		*		*	*		*		*		*	32.3	1
	2009		94.7	100.0	95.0	96.0	*	95.2		94.1	100.0	96.0	36.9	25

NUMBER TESTED IN GRADES 10-11													
2008	0	1	0	1	1	0	1	0	1	0	1	387	
2009	0	19	6	20	25	3	21	0	17	8	25	436	

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	262	1
	2009		1	0	1	1	*	1		1	0	1	275	25
10-11														
	2008		*		*	*		*		*		*	262	1
	2009		1	0	1	1	*	1		1	0	1	275	25

NUMBER TESTED IN GRADES 10-11													
2008	0	1	0	1	1	0	1	0	1	0	1	387	
2009	0	19	6	20	25	3	21	0	17	8	25	436	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Organization of Living Systems	Interdependence of Organisms and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy
10						
	2008	*	*	*	*	*
	2009	76.6	76.9	63.6	57.3	84.7
10-11						
	2008	*	*	*	*	*
	2009	76.6	76.9	63.6	57.3	84.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2008		*		*	*		*		*		*	2.6	1
	2009		15.8	33.3	20.0	20.0	*	23.8		23.5	12.5	20.0	4.8	25
10-11														
	2008		*		*	*		*		*		*	2.6	1
	2009		15.8	33.3	20.0	20.0	*	23.8		23.5	12.5	20.0	4.8	25

NUMBER TESTED IN GRADE 10-11														
2007														
2008	0	1	0	1	1	0	1	0	1	0	1	387		
2009	0	19	6	20	25	3	21	0	17	8	25	436		

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	22
10-11														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	22

NUMBER TESTED IN GRADES 10-11														
2009	0	18	4	17	22	1	18	0	15	7	22	405		

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2009		18	*	17	22	*	18		15	7	22	405	22
10-11														
	2009		18	*	17	22	*	18		15	7	22	405	22

NUMBER TESTED IN GRADES 10-11														
2009	0	18	4	17	22	1	18	0	15	7	22	405		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Issues and Events in U.S. History	Geographic Influences on History	Economic and Social Influences on History	Political Influences on History	Critical-Thinking Skills
10						
	2009	85.5	86.8	79.5	80.3	88.2
10-11						
	2009	85.5	86.8	79.5	80.3	88.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
10														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	22
10-11														
	2009		0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	0.0	22

NUMBER TESTED IN GRADES 10-11														
2009	0	18	4	17	22	1	18	0	15	7	22	405		

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2008		Level 2 in 2008		Level 3 in 2008		Levels 1-3 in 2008	
	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009	Number Tested Both Years	Percentage Improved in 2009
9	3	33.3	1	0.0	0	-	4	25.0
10	2	50.0	4	100.0	0	-	6	83.3
11	1	0.0	6	33.3	0	-	7	28.6
12	3	100.0	4	75.0	0	-	7	85.7
ALL	9	55.6	15	60.0	0	-	24	58.3

PERFORMANCE IN 2009

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2009 Level	N	%	N	%	N	%	N	%	N	%
9 (10)	Beginning	1	10.0	1	10.0	1	10.0	1	10.0	1	10.0
	Intermediate	4	40.0	4	40.0	3	30.0	1	10.0	1	10.0
	Advanced	3	30.0	3	30.0	1	10.0	3	30.0	3	30.0
	Advanced High	2	20.0	2	20.0	5	50.0	5	50.0	5	50.0
10 (45)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	12	26.7	12	26.7	14	31.1	5	11.4	5	11.4
	Advanced	16	35.6	16	35.6	12	26.7	16	36.4	16	36.4
	Advanced High	17	37.8	17	37.8	19	42.2	23	52.3	23	52.3
11 (23)	Beginning	1	4.3	1	4.3	2	8.7	1	4.3	1	4.3
	Intermediate	9	39.1	9	39.1	4	17.4	5	21.7	5	21.7
	Advanced	5	21.7	5	21.7	9	39.1	6	26.1	8	34.8
	Advanced High	8	34.8	8	34.8	8	34.8	11	47.8	9	39.1
12 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	4	50.0	2	25.0	0	0.0	1	12.5	1	12.5
	Advanced	1	12.5	3	37.5	5	62.5	1	12.5	1	12.5
	Advanced High	3	37.5	3	37.5	3	37.5	6	75.0	6	75.0
ALL (86)	Beginning	2	2.3	2	2.3	3	3.5	2	2.4	2	2.4
	Intermediate	29	33.7	27	31.4	21	24.4	12	14.1	12	14.1
	Advanced	25	29.1	27	31.4	27	31.4	26	30.6	28	32.9
	Advanced High	30	34.9	30	34.9	35	40.7	45	52.9	43	50.6

PROGRESSION FROM
2008 TO 2009

Number Rated Both Years		2008 Level			
N (%) Progressed	2009 Level	Beg	Int	Adv	Adv High
<div>8</div> <div>7 (87.5%)</div>	Beginning	0			
	Intermediate	1	0		
	Advanced	0	2	1	
	Advanced High	0	0	4	
<div>38</div> <div>24 (63.2%)</div>	Beginning	0			
	Intermediate	2	2		
	Advanced	0	2	12	
	Advanced High	0	0	20	
<div>14</div> <div>10 (71.4%)</div>	Beginning	1			
	Intermediate	0	1		
	Advanced	0	2	2	
	Advanced High	0	0	8	
<div>8</div> <div>6 (75.0%)</div>	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	6	
<div>68</div> <div>47 (69.1%)</div>	Beginning	1			
	Intermediate	3	4		
	Advanced	0	6	16	
	Advanced High	0	0	38	

■ Indicates students who progressed at least one level from 2008 to 2009.

Test	Subtest	Year	ALL			African American		Hispanic		White		Other		District	
			N	Mean	Percent Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
SAT	Critical Reading	2006-07	69	364	60.5	62	362	6	380			1	*	3,208	427
		2007-08	54	360	50.9	44	355	10	382					3,034	420
		2008-09**	80	370	63.0	69	374	10	341			1	*	3,696	421
	Math	2006-07	69	380	60.5	62	378	6	408			1	*	3,208	438
		2007-08	54	391	50.9	44	384	10	420					3,034	434
		2008-09**	80	389	63.0	69	393	10	368			1	*	3,696	442
	Writing	2006-07	69	314	60.5	62	323	6	208			1	*	3,208	424
		2007-08	54	355	50.9	44	350	10	376					3,034	418
		2008-09**	80	370	63.0	69	375	10	337			1	*	3,696	417
ACT	English	2006-07	34	13.1	29.8	30	13.3	4	*					1,195	15.6
		2007-08	36	13.4	34.0	32	13.4	4	*					1,423	16.0
		2008-09**	54	14.2	42.5	44	14.9	9	11.3			1	*	1,749	15.8
	Mathematics	2006-07	34	15.6	29.8	30	15.6	4	*					1,195	17.7
		2007-08	36	16.2	34.0	32	16.0	4	*					1,423	18.0
		2008-09**	54	16.2	42.5	44	16.3	9	15.8			1	*	1,749	18.0
	Reading	2006-07	34	14.5	29.8	30	14.5	4	*					1,195	16.9
		2007-08	36	14.8	34.0	32	14.6	4	*					1,423	16.8
		2008-09**	54	14.8	42.5	44	15.1	9	13.6			1	*	1,749	16.8
	Science	2006-07	34	14.4	29.8	30	14.1	4	*					1,195	17.3
		2007-08	36	14.9	34.0	32	14.9	4	*					1,423	17.5
		2008-09**	54	15.7	42.5	44	15.9	9	14.9			1	*	1,749	17.4
	Composite	2006-07	34	14.5	29.8	30	14.5	4	*					1,195	17.0
		2007-08	36	14.9	34.0	32	14.8	4	*					1,423	17.2
		2008-09**	54	15.4	42.5	44	15.7	9	14.0			1	*	1,749	17.1

** Through June administrations. Prior years' summaries use all scores for the school year.

Grade	Subtest	Year	All			African American		Hispanic		White		Other		District	
			N Tested	Mean	%Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
9	Critical Reading	2006	56	32.2	33.5	52	32.0	4	*	0		0		2,602	36.9
		2007	32	33.4	21.3	28	33.4	4	*	0		0		4,627	32.7
		2008	58	32.7	35.8	48	32.3	10	34.5	0		0		3,834	34.0
	Mathematics	2006	56	34.7	33.5	52	34.7	4	*	0		0		2,602	38.8
		2007	32	35.5	21.3	28	35.4	4	*	0		0		4,627	35.1
		2008	58	37.0	35.8	48	36.6	10	38.5	0		0		3,834	37.9
	Writing	2006	56	32.4	33.5	52	32.4	4	*	0		0		2,602	36.5
		2007	32	33.9	21.3	28	34.0	4	*	0		0		4,627	33.1
		2008	58	33.2	35.8	48	32.8	10	35.1	0		0		3,834	35.2
10	Critical Reading	2006	111	33.3	89.5	85	34.1	25	30.9	0		1	*	7,470	35.8
		2007	118	31.6	97.5	94	32.4	24	28.7	0		0		7,454	34.6
		2008	253	30.2	92.3	133	30.4	117	29.8	3	*	0		7,786	34.4
	Mathematics	2006	111	33.6	89.5	85	33.5	25	33.8	0		1	*	7,470	37.3
		2007	118	34.2	97.5	94	34.8	24	31.7	0		0		7,454	37.0
		2008	253	35.2	92.3	133	35.2	117	34.9	3	*	0		7,786	38.3
	Writing	2006	111	31.7	89.5	85	32.3	25	29.3	0		1	*	7,470	35.1
		2007	118	32.6	97.5	94	32.7	24	32.3	0		0		7,454	34.9
		2008	253	32.4	92.3	133	32.8	117	31.9	3	*	0		7,786	35.8
11	Critical Reading	2006	94	34.0	87.9	80	34.0	14	34.3	0		0		5,005	38.8
		2007	95	33.9	86.4	74	34.6	20	31.2	0		1	*	5,377	37.6
		2008	179	32.6	83.3	117	33.2	59	31.7	2	*	1	*	5,405	37.0
	Mathematics	2006	94	37.0	87.9	80	36.8	14	38.2	0		0		5,005	40.3
		2007	95	38.0	86.4	74	39.1	20	34.0	0		1	*	5,377	40.0
		2008	179	36.1	83.3	117	36.3	59	35.8	2	*	1	*	5,405	40.4
	Writing	2006	94	33.9	87.9	80	33.9	14	34.1	0		0		5,005	38.1
		2007	95	33.7	86.4	74	34.7	20	30.1	0		1	*	5,377	37.7
		2008	179	34.2	83.3	117	34.7	59	33.1	2	*	1	*	5,405	38.6

School				District			
Exams Taken	Mean Grade	# Exam Passed	% Exam Passed	Exams Taken	Mean Grade	# Exam Passed	% Exam Passed

Calculus AB

15	1.0	0	0.0	785	2.2	278	35.4
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English Language & Composition

68	1.1	1	1.5	2,291	1.7	350	15.3
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Government & Politics: United States

31	1.0	0	0.0	665	1.6	101	15.2
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United States History

64	1.0	0	0.0	1,629	1.4	138	8.5
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School				District			
Exams Taken	Mean Grade	# Exam Passed	% Exam Passed	Exams Taken	Mean Grade	# Exam Passed	% Exam Passed

Economics: Macroeconomics

42	1.0	0	0.0	508	1.5	82	16.1
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English Literature & Composition

41	1.1	0	0.0	1,721	1.8	300	17.4
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Spanish Language

6	2.0	2	33.3	937	3.2	639	68.2
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ALGEBRA I (tested with 2009)

103	41.5	62.7	80.2	94.3	28.2	98.1	45.5	82.5
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ALGEBRA II (tested with 2009)

152	44.4	69.1	78.3	90.5	43.4	96.7	57.9	83.9
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ALGEBRA II PRE-AP (tested with 2009)

43	50.8	72.2	82.3	95.4	67.4	100.0	85.4	90.6
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AP ENGLISH III (tested with 2009)

67	44.4	71.7	75.9	86.9	65.7	92.5	80.5	88.5
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BIOLOGY (tested with 2009)

109	44.7	69.3	82.6	96.2	41.3	100.0	59.9	85.3
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BIOLOGY PRE-AP (tested with 2009)

15	53.7	72.2	87.5	102.2	60.0	100.0	60.7	87.9
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CHEMISTRY (tested with 2009)

51	44.3	69.6	76.8	88.5	64.7	98.0	60.1	83.0
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CHEMISTRY PRE-AP (tested with 2009)

44	46.7	64.5	78.6	91.9	36.4	95.5	62.5	89.7
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ECONOMICS (tested with 2009)

37	56.3	70.9	80.6	93.3	64.9	100.0	62.4	96.3
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ENGLISH I (tested with 2009)

58	74.2	82.8	81.2	91.7	91.4	94.8	82.1	87.9
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ALGEBRA I (tested with 2009)

121	55.7	70.4	78.3	90.3	56.2	81.8	66.5	79.6
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ALGEBRA II (tested with 2009)

136	54.8	77.4	79.1	90.0	76.5	93.4	55.2	83.9
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ALGEBRA II PRE-AP (tested with 2009)

46	54.7	72.8	81.6	94.2	60.9	100.0	62.2	89.0
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AP ENGLISH III

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BIOLOGY (tested with 2009)

118	50.2	68.2	82.6	96.4	47.5	94.1	65.9	83.6
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BIOLOGY PRE-AP (tested with 2009)

14	33.5	59.3	89.0	106.8	7.1	100.0	62.6	86.8
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CHEMISTRY (tested with 2009)

56	52.0	72.3	74.8	85.3	62.5	100.0	61.3	82.9
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CHEMISTRY PRE-AP (tested with 2009)

61	39.8	63.9	77.7	90.8	21.3	95.1	56.5	90.4
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ECONOMICS (tested with 2009)

5	*	*	*	*	*	*	58.0	92.0
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ENGLISH I (tested with 2009)

75	75.4	83.6	82.8	93.6	96.0	98.7	85.1	85.5
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ENGLISH I FOR ESL INT./ADV. (tested with 2009)

4	*	*	*	*	*	*	65.3	89.3
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ENGLISH I PRE-AP (tested with 2009)

39	67.7	78.4	85.7	98.6	84.6	100.0	83.2	89.6
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ENGLISH II (tested with 2009)

123	57.8	71.9	78.5	90.3	62.6	95.9	71.8	86.1
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ENGLISH II FOR ESL ADVANCED (tested with 2009)

6	42.9	63.6	68.3	78.4	16.7	66.7	66.3	88.8
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ENGLISH II PRE-AP (tested with 2009)

66	50.3	73.4	78.2	89.7	71.2	92.4	83.1	93.3
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ENGLISH III (tested with 2009)

118	58.2	72.2	73.8	83.9	61.0	89.8	72.3	88.2
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ENGLISH IV (tested with 2009)

76	69.1	79.4	77.8	87.9	90.8	96.1	81.0	91.4
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GEOMETRY (tested with 2009)

188	41.8	69.4	79.2	91.8	51.1	94.7	61.4	84.2
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GEOMETRY PRE-AP (tested with 2009)

28	43.4	67.3	76.3	88.2	39.3	100.0	63.9	91.3
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GOVERNMENT (tested with 2009)

52	38.4	65.2	78.0	91.0	19.2	100.0	61.9	93.5
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ENGLISH I FOR ESL INT./ADV. (tested with 2009)

4	*	*	*	*	*	*	63.7	86.7
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ENGLISH I PRE-AP (tested with 2009)

42	55.4	74.3	83.8	96.9	78.6	100.0	74.2	88.1
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ENGLISH II (tested with 2009)

151	62.6	75.1	77.4	88.1	69.5	85.4	81.2	85.9
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ENGLISH II FOR ESL ADVANCED (tested with 2009)

4	*	*	*	*	*	*	61.8	85.5
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ENGLISH II PRE-AP (tested with 2009)

74	44.5	70.3	81.0	94.0	52.7	95.9	69.5	92.4
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ENGLISH III (tested with 2009)

113	62.1	74.8	76.4	86.9	73.5	86.7	77.6	84.3
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ENGLISH IV

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GEOMETRY (tested with 2009)

200	47.4	67.1	76.6	88.6	39.5	91.5	54.7	79.9
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GEOMETRY PRE-AP (tested with 2009)

27	53.1	68.7	79.9	92.8	40.7	92.6	70.8	90.7
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GOVERNMENT (tested with 2009)

4	*	*	*	*	*	*	58.6	89.9
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

HEALTH I (tested with 2009)

90	68.2	78.8	87.5	100.9	91.1	98.9	75.8	96.4
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INTEGRATED PHYSICS & CHEMISTRY (tested with 2009)

95	54.5	71.0	77.3	88.9	53.7	93.7	48.1	80.2
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MATHEMATICAL MODELS W/APPLICATIONS (tested with 2009)

216	39.0	69.5	81.0	94.1	50.5	99.1	59.9	88.4
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MULTIMEDIA (tested with 2009)

57	65.1	76.7	85.3	98.4	80.7	100.0	85.2	94.8
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PHYSICS (tested with 2009)

28	34.4	64.9	75.9	88.2	28.6	100.0	57.0	87.4
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PHYSICS PRE-AP (tested with 2009)

23	42.8	71.4	77.8	89.5	73.9	100.0	60.4	92.1
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PRE-CALCULUS (tested with 2009)

8	28.1	62.8	70.1	81.0	12.5	75.0	62.2	87.6
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PRE-CALCULUS PRE-AP (tested with 2009)

38	40.9	60.6	76.1	89.2	23.7	97.4	48.9	89.6
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READING I (tested with 2009)

38	71.1	81.5	83.4	94.9	81.6	100.0	72.5	92.9
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READING II FOR ESL INT./ADV. (tested with 2009)

1	*	*	*	*	*	*	64.3	92.2
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

HEALTH I (tested with 2009)

75	64.0	78.0	87.6	101.3	90.7	100.0	83.8	96.6
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INTEGRATED PHYSICS & CHEMISTRY (tested with 2009)

114	51.3	73.9	78.1	89.3	71.9	94.7	63.8	82.2
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MATHEMATICAL MODELS W/APPLICATIONS (tested with 2009)

211	51.3	67.5	79.4	92.3	47.9	91.9	53.1	87.2
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MULTIMEDIA (tested with 2009)

41	60.6	73.7	81.2	93.6	61.0	100.0	73.5	92.0
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PHYSICS (tested with 2009)

19	35.8	65.0	75.4	87.6	5.3	100.0	52.9	89.2
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PHYSICS PRE-AP (tested with 2009)

19	29.5	62.2	74.6	87.0	0.0	100.0	65.0	94.2
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PRE-CALCULUS (tested with 2009)

3	*	*	*	*	*	*	42.1	84.6
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PRE-CALCULUS PRE-AP (tested with 2009)

18	37.6	65.4	80.9	94.9	38.9	100.0	56.4	92.3
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READING I (tested with 2009)

38	73.2	82.1	84.5	96.2	86.8	100.0	78.5	91.3
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READING II FOR ESL INT./ADV. (tested with 2009)

1	*	*	*	*	*	*	72.3	91.2
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SEMESTER 1

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SPANISH I (tested with 2009)

213	66.8	82.5	89.8	103.2	83.6	98.1	81.2	90.5
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SPANISH II (tested with 2009)

165	63.9	77.4	88.5	102.5	70.3	98.8	73.3	90.0
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U.S. HISTORY (tested with 2009)

122	55.6	71.0	80.1	92.7	57.4	98.4	67.7	92.5
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WORLD GEOGRAPHY (tested with 2009)

82	53.5	70.3	81.5	94.6	54.9	96.3	62.4	90.4
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WORLD GEOGRAPHY PRE-AP (tested with 2009)

41	60.1	73.4	83.0	96.0	68.3	95.1	76.7	93.1
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WORLD HISTORY PRE-AP (tested with 2009)

87	58.6	72.4	81.0	93.5	58.6	96.6	71.7	96.2
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WORLD HISTORY STUDIES (tested with 2009)

133	50.9	72.2	80.2	92.5	57.1	92.5	60.6	90.9
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SEMESTER 2

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SPANISH I (tested with 2009)

210	67.2	80.3	82.6	94.1	74.3	93.8	72.1	87.0
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SPANISH II (tested with 2009)

144	62.8	75.2	85.1	98.4	66.0	93.1	72.8	89.5
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U.S. HISTORY (tested with 2009)

117	64.0	76.0	80.9	92.7	76.1	94.0	74.2	92.6
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WORLD GEOGRAPHY (tested with 2009)

93	55.8	70.6	81.2	94.1	61.3	95.7	72.2	87.3
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WORLD GEOGRAPHY PRE-AP (tested with 2009)

41	63.9	75.9	82.2	94.4	75.6	92.7	86.1	92.5
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WORLD HISTORY PRE-AP (tested with 2009)

42	58.3	72.2	81.2	93.9	61.9	95.2	87.9	96.4
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WORLD HISTORY STUDIES (tested with 2009)

141	60.0	73.3	79.5	91.4	67.4	87.9	70.2	88.8
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